

## Avenues Level C Literature Anthology

The Hampton-Brown Co., Inc. DBA Hampton-Brown

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Edition - 1st

Grade Level	P3 - 2nd Grade
Readability Level	1.5-2.5
Course / Content	Teaching Reading to ESL
List Price:	38.77
Wholesale Price	38.770000000000003

***The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.***

Content	<p>Avenues, from Hampton-Brown, offers standards-based instruction in English reading and language arts and is carefully designed for English learners and struggling readers in Grades K-5 to accelerate their growth in language, literacy, and content. Using carefully chosen literature selections in both fiction and nonfiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and applications in content-area studies.</p>
Student Experiences	<p>In Levels B &amp; C (Grades 1&amp; 2), Big Books set the stage for each unit. The Big Book is used to establish the theme of the unit, as well as to introduce vocabulary, language patterns, concepts of print, and a comprehension skill. A daily plan for phonological awareness is also part of the instruction associated with the Big Book.</p> <p>At all levels, a pair of literature selections (fiction and nonfiction) in the Student Book is used to develop the unit theme. The teaching plan for each selection moves from building background and vocabulary to previewing the selection, then reading and responding to the selection. The teaching plans for the literature selections are designed for a minimum of 5 days of instruction per selection, and up to 10 days. They include lessons in three areas: Language, Literacy and Content.</p> <p>(1) Language lessons address oral language development, phonological awareness, and grammar skills. The oral language lessons are designed to develop listening and speaking skills, provide instruction in language functions, and strategies for learning language.</p> <p>(2) Literacy lessons address vocabulary instruction (including high-frequency words), phonics, comprehension, literary analysis, fluency, and daily writing. The complete phonics scope and sequence, from letters and sounds, to long and short vowels, blends, digraphs, variant vowels, and even structural elements is available at each grade through the Phonics Street (Levels B &amp; C) or Reading Basics (Levels D-F) materials that are part of the Avenues components.</p> <p>(3) Content lessons connect unit concepts to science, social studies, math, and language arts (including listening, speaking, and writing).</p>
Assessment	<p>A unique feature of Avenues is the multi-level assessment at grades 2-5. Students are assessed through a nationally validated oral language and written pre-test to determine proficiency level. Multi-level strategies are used to target teaching and scaffold instruction. Students are all tested</p>

	on the same content, but through a test that is appropriate for their proficiency level. In addition, the program provides oral language assessments, peer assessment and phonics assessment tools.
Organization	In Levels B & C (Grades 1& 2), Big Books set the stage for each unit. The Big Book is used to establish the theme of the unit, as well as to introduce vocabulary, language patterns, concepts of print, and a comprehension skill. A daily plan for phonological awareness is also part of the instruction associated with the Big Book.
	At all levels, a pair of literature selections (fiction and nonfiction) in the Student Book is used to develop the unit theme. The teaching plan for each selection moves from building background and vocabulary to previewing the selection, then reading and responding to the selection. The teaching plans for the literature selections are designed for a minimum of 5 days of instruction per selection, and up to 10 days. They include lessons in three areas: Language, Literacy and Content.
Resource Materials	Multi-modal resources for students include: big books, photo cards, Language Songs Big Book, CDs or tapes, phonics kits, leveled books, theme libraries, and vocabulary manipulatives Teacher resource materials include the Teacher Guide with multi-level s
Gratis Items to be provided and under what conditions	With purchase of 20 Avenues Level C Literature Anthologies: 1 Free Teacher's Edition Set, 1 Free Teacher's Resource Book, and 1 Free Program Guide and Assessment Handbook.
Available Ancillary Materials	Avenues Level C: Leveled Books and eTools (6 copies each of 12 titles, Picture It! Big Book with pen and Teacher's Guide, and Avenues Leveled Book Finder and downloadable lessons), 07362-25366, \$447.46; Leveled Books Single-Copy Set (1 copy of each of 12

#### Research Data and Evidence of Effectiveness

*Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.*

Research Available	YES - provide information below The Avenues Research Base document can be viewed or downloaded online at <a href="http://www.hampton-brown.com/toolsforteachers/research/AV/research_AV.asp">http://www.hampton-brown.com/toolsforteachers/research/AV/research_AV.asp</a> . The Avenues Evidence of Effectiveness 3-page Executive Summary can be viewed or downloaded online at <a href="http://www.hampton-brown.com/toolsforteachers/research/AV/AV_effectiveness.pdf">http://www.hampton-brown.com/toolsforteachers/research/AV/AV_effectiveness.pdf</a> . If you are interested in viewing the entire report, please contact your local sales representative.
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#### Overall Strength and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

#### Summary Form

I.	Technology Component Summary	1.000.00
	Kidspiration aids in the learning of English by using appropriate pictures, words, and voice. Websites are included within the teacher's edition alongside the strategy or idea. ESL/ELL students will find this helpful with learning English. The materials only include the sound and selection CD and Kidspiration.	
II.	Reading Content Summary	1.6699999999999999

	There is a variety of genres included along with an explanation of what the genre means. There are also personal narrative selections along with articles from science and social studies integrating the language across the curriculum. Students have limited experiences with irony, humor, and organization features.	
III.	<b>Writing Content Summary</b> Students are given daily journal prompts to assist them in their writing and language skills. As students progress through the series and their English language skills become more proficient they are given opportunities to write. The writing process model does not seem to be in the materials.	0.92
IV.	<b>Grammar and Spelling Content Summary</b> Differentiated instruction is divided into three areas: beginning, intermediate, and advanced language learners. Spelling skills are not included in the materials.	0.38
V.	<b>Listening /Speaking / Observing Content Summary</b> The audio CD includes songs, poems, and selections to reinforce and hone the ESL skills.	0.50
VI.	<b>Inquiry Content Summary</b> Students are given the opportunity to explore various websites to reinforce the language skills learned.	0.25
VII.	<b>Technology Content Summary</b> Websites are included within the teacher's edition alongside the strategy or idea. ESL/ELL students will find this helpful with learning English. The sites have multiple pictures the teacher can access to show the ESL student what the words mean.	
VIII.	<b>Audience: Teacher Materials Content Summary</b> Professional readings and resources may be accessed at <a href="http://www.inspirationl.com">www.inspirationl.com</a> and access Teacher menu. Instructions for using Kidspiration are included in the teacher's materials. These materials are geared more for schools with a large ESL student population.	1.17
IX.	<b>Audience : Student Materials Content Summary</b> Student text contains questions scattered throughout the selections to direct student's focus on the knowledge they are acquiring. Students are given limited writing opportunities.	0.67
X.	<b>Format Content Summary</b> Student pages identify unknown words and phrases by highlighting and then defining them at the bottom of the page. The selection feature a wide variety of diversity. Students are also given opportunities to share cultural perspectives during the differe	1.43
XI.	<b>Ancillary Materials Content Summary</b> This series is primarily formulated for students with limited English proficiency and offers strategies for addressing their needs. Learning centers are featured for each selection and address multiple learning styles and levels. Teacher resources are limited to the <a href="http://www.inspiration.com">www.inspiration.com</a>	1.00

## READING CONTENT

There is a variety of genres and the text is geared specifically to ESL/ELL students. Phrases or unknown words are highlighted and have the definition included on the page.  
Students are given appropriate instruction and time to absorb the skills being taught.  
words are highlighted and defined on the student page for easier access and understanding. Students see the new words on the beginning page of the story and questions are given along with answers such as: setting, characters, and genr  
The teacher's edition has strategies on relating the selection to the student's native culture. Discussion is also centered around what or how their culture observes a holiday, special occasion, food or animal names, etc or cultural perspective. Student  
Students are introduced to various tasks and features as they progress.

The Alphachant CD introduces letters and letter sounds through poems and music and reinforces phonics skills. Centers feature phonics picture cards to also reinforce skills. Picture cards model context/picture strategy for words. Chants, poems, and music continually reinforces the skills learned and introduces new skills in a fun and easy to learn format. New words are featured on the beginning page of the selection. Students also are exposed to the definition of phrases and new words. Students are asked questions by the teacher and questions appear on the student pages to focus the students reading and understanding. Students are focused on phonics and the understanding of the English language. Fluency is indicated but not emphasized. An assessment handbook will help to assess students' progress as they acquire the English language. Differentiated instruction plans are included for beginning, intermediate, and advanced English learners. The assessment handbook sampler indicates that assessment includes pre and post language and literacy tests; multi-level unit progress tests; student self and peer assessments; language assessments; good writing traits rubric; unit writing tests; reading. The text offers big book selections for read aloud along with the selection in the student book along with take home books. There is a variety of genres included along with an explanation of what the genre means. There are also personal narrative selections along with articles from science and social studies integrating the language across the curriculum. After each selection there is an author's page that tells where the author lives and her/his ethnicity. These materials were reviewed as a K-3 set. These materials were reviewed as a K-3. The Home Newsletter is written in various languages. These materials were reviewed as a K-3 set.

## **WRITING CONTENT**

As students progress through the series and their English language skills become more proficient they are given opportunities to write. However, the writing process model does not seem to be in the materials. Students develop their writing skills as their ESL skills become more proficient. Drawings and sentences about the drawings are used in the emergent ESL levels. Students develop their writing skills as their ESL skills become more proficient. Drawings and sentences about the drawings are used in the emergent ESL levels. Students begin early in learning how to write sentences in a daily writing journal that may include drawings and/or sentences. Grammar is introduced as student's proficiency with the language progresses. Correctness skills are perfected as the student's progress in their language development. The introduction to the writing process is limited as student's language progresses. Selections and grammar are modeled in the upper levels since proficiency in the language has progressed. Students are given daily journal prompts to assist them in their writing and language skills. Students are encouraged to investigate internet sites provided for various tasks. Technology encourages self expression and research to assist the student's language development.

## **GRAMMAR AND SPELLING**

Grammar rules and usage are introduced as student's language skills progress. Students are given limited opportunities to demonstrate their skills. The writing process model did not seem to be included within the materials. The models were not apparent. Spelling is not addressed within the materials. Differentiated instruction is divided into three areas: beginning, intermediate, and advanced language learners. A picture dictionary is included at the back of the student book. These materials were reviewed as a K-3 set.

## **LISTENING / SPEAKING / OBSERVING**

ESL/ELL students are listening to a CD to help reinforce language skills.

Students are given websites via teacher instruction to investigate various language building tasks.  
These materials were reviewed as a K-3 set.

## **INQUIRY**

Students are given the opportunity to explore various websites to reinforce the language skills learned.  
These materials were reviewed as a K-3 set.

## **TECHNOLOGY CONTENT**

Websites are included within the teacher's edition alongside the strategy or idea. ESL/ELL students will find this helpful with learning English. The sites have multiple pictures the teacher can access to show the ESL student what the words mean.

Using the internet sites and Kidspiration will help to bridge the language gap. Students will also be able to express themselves by using pictures instead of just words.

The song and selection CD assists the student with English by introducing concepts and words with music.

## **AUDIENCE: TEACHER MATERIALS**

The teacher's materials include strategies for addressing ELL students and learning styles.

ESL students are assessed as they progress through language development.

Differentiated instruction is included within the materials.

Big books and text selections are appropriate for reading aloud and guided reading. There is opportunity for taking books home in the lower levels.

Student materials feature integrated content areas. Cultural perspective is featured in the teacher's edition.

Professional readings and resources may be accessed at [www.inspirationl.com](http://www.inspirationl.com) and access Teacher menu.

Instructions for using Kidspiration are included in the teacher's materials.

These materials are for students acquiring English as a second language.

Questions and learning centers are included in the teacher's materials that enhance critical thinking skills.

The materials include specific Strategies for teaching ESL students.

Resources are available at [www.inspiration.com](http://www.inspiration.com)

Student pages are in snapshot form on the coordinated pages of the teacher's materials. Materials are listed on the beginning page of the unit selection.

The materials were reviewed as a K-3 set.

## **AUDIENCE: STUDENT MATERIALS**

Student text contains questions scattered throughout the selections to direct student's focus on the knowledge they are acquiring.

Various genres are addressed but are limited.

Students are given opportunities to read articles and selections in other content areas.

Selections include a variety of culturally diverse writers. Students have the opportunities to relate to their own cultural perspective.

Reading and writing progresses as student's language development progresses.

These materials were reviewed as a K-3 set.

## **FORMAT**

There is a scope and sequence included in each teacher's edition for all levels which shows the spiraling of content. Student pages identify unknown words and phrases by highlighting and then defining them at the bottom of the page.

There are visual illustrations that show science experiments and other content related examples.

The selection feature a wide variety of diversity. Students are also given opportunities to share cultural perspectives during the different selection

The materials are hardcover appear to be durable and should not deteriorate with daily use.

A picture dictionary is located in the back of the student text.

## **ANCILLARY MATERIALS**

The teacher's materials feature snapshots of student pages and technology use at the point of need.  
Learning centers are featured for each selection and address multiple learning styles and levels.  
This series is primarily formulated for students with limited English proficiency and offers strategies for addressing their needs.  
Teacher resources and instructional plans are included at the beginning of the unit along with pacing which includes approximate days and time required to complete.  
The main focus of this series is to assist ESL students to become proficient in English and to use themes help to accomplish it.  
Teacher resources are limited to the [www.inspiration.com](http://www.inspiration.com)  
These materials were reviewed as a K-3 set.